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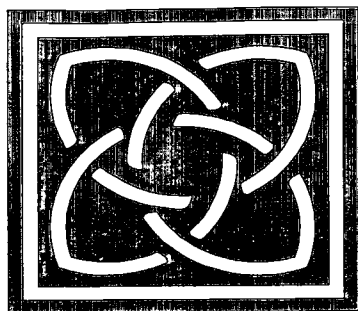
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ABSTRACT

A comprehensive, multifaceted, and integrated continuum of interventions is needed to address barriers to development and learning in order to enable good school instruction and positive opportunities for child and youth development. Such an approach is essential in enabling many schools to enhance their effectiveness and many homes and communities to improve the general well-being of youngsters. At present, there is no policy framework for establishing such a comprehensive and unified approach. Existing policies and practices must be revisited with the aim of weaving school and community initiatives into a cohesive continuum of interventions. This document provides both a formal statement of the policy problem and a resolution to guide organizations working toward policy cohesion. Exhibit A presents two component and three component models for reform and restructuring. Exhibit B contains examples of types of programs and services aimed at system changes and individual needs. Exhibit C outlines a model for a comprehensive, multifaceted, integrated continuum of school and community programs and services. (GCP)



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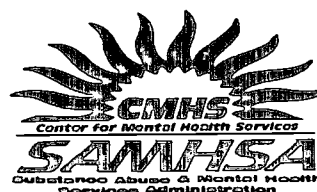
October, 1999

Coalition for Cohesive Policy in Addressing Barriers to Development & Learning

The Policy Problem and a Resolution to Guide Organizations Working Toward Policy Cohesion

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COALITION FOR COHESIVE POLICY IN ADDRESSING BARRIERS TO DEVELOPMENT AND LEARNING

The Policy Problem and a Resolution to Guide Organizations Working toward Policy Cohesion

The Policy Problem:

No comprehensive, multifaceted, and integrated continuum of interventions exists for addressing barriers to development and learning

A comprehensive, multifaceted, and integrated continuum of interventions is needed to address barriers* to development and learning in order to enable good school instruction and positive opportunities for child and youth development. Such an approach is essential in enabling (a) many schools to enhance their effectiveness and (b) many homes and communities to improve the general well-being of youngsters. At present, there is no policy framework for establishing such a comprehensive and unified approach.

Existing efforts are too marginalized, limited, and fragmented

One of the major deficiencies in current policy is the tendency to marginalize concerns about addressing barriers to development and learning, especially in discussions of school reform. This has resulted in initiatives that are too limited in nature and scope to counter such barriers effectively. Because existing policies have been enacted in an ad hoc and piecemeal manner, intervention practices are fragmented.

Existing policy needs to be reworked to weave current community and school reform initiatives into a cohesive approach

Existing policies and practices must be revisited with the aim of weaving school and community initiatives into a cohesive continuum of interventions. Furthermore, concerns about addressing barriers to development and learning warrant a higher level of policy priority so that interventions can be expanded, as necessary and feasible, to ensure that neighborhoods and schools can create, implement, and maintain comprehensive, multifaceted, and integrated approaches.

*The term "barriers" encompasses all external and internal factors that interfere with development and includes such factors as community and school violence, problems in the home, racial and ethnic conflicts, substance abuse, the inequities in opportunity arising from poverty, poor health, and disabilities. The type of comprehensive, multifaceted, and integrated continuum that is required to address such a range of barriers is illustrated in the attached Exhibits.

*Working toward Policy Cohesion:
A Resolution to Guide Organizations*

It is the intent of organizations participating in the *Coalition for Cohesive Policy in Addressing Barriers to Development & Learning* to play a significant role in evolving the type of comprehensive, multifaceted, and integrated approaches that are essential for meeting the complex needs of the society and its citizens. Each participant recognizes that accomplishing this aim requires ending the marginalization and fragmentation of policies, practices, and research related to addressing barriers to development and learning. Thus, each organization strives to pursue its specific mission in ways that are consistent with enhancing comprehensive and cohesive approaches. In working toward these ends:

I. Each participating organization resolves to

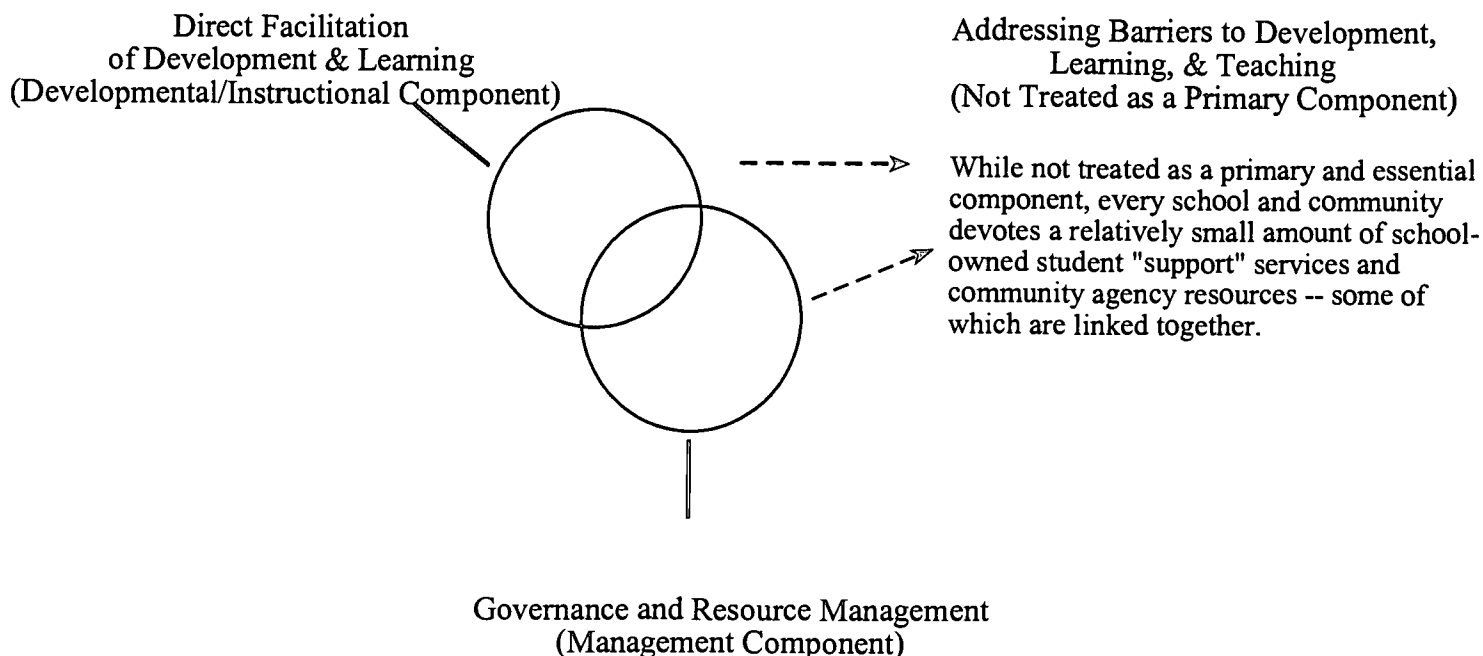
- conduct an ongoing review (mapping and analysis) of its current policies and initiatives with the objective of enhancing cohesiveness and identifying gaps
- rework existing policy and initiatives to ensure they are conceived and implemented in a cohesive manner,
- ensure new policies and initiatives are designed to enhance comprehensive and cohesive approaches.

II. At the same time, each participating organization resolves to encourage policy makers at all levels to

- review (map and analyze) their current policies and initiatives with the objective of enhancing cohesiveness and identifying gaps related to addressing barriers to development and learning,,
- rework existing policy and initiatives to ensure they are conceived and implemented in a cohesive manner,
- ensure all proposed policies and initiatives are designed to enhance comprehensive and cohesive approaches,
- elevate the priority assigned to addressing barriers to development and learning so that such efforts are treated as a primary and essential facet of existing initiatives to reform schools and community agencies,
- adopt a unifying component and an overarching framework to guide local development of a comprehensive, multifaceted, and integrated continuum of school and community interventions for addressing barriers to development and learning (see attached illustrations -- Exhibits A, B, and C),
- provide appropriate support for capacity building, over time, to ensure that existing and new initiatives can be evolved into such a component at the neighborhood/school level.

Exhibit A

A Two Component Model for Reform and Restructuring



A Three Component Model for Reform and Restructuring

Establishes a component for addressing barriers to learning and development which is treated as primary and essential and which weaves together school and community resources to develop comprehensive approaches for doing so

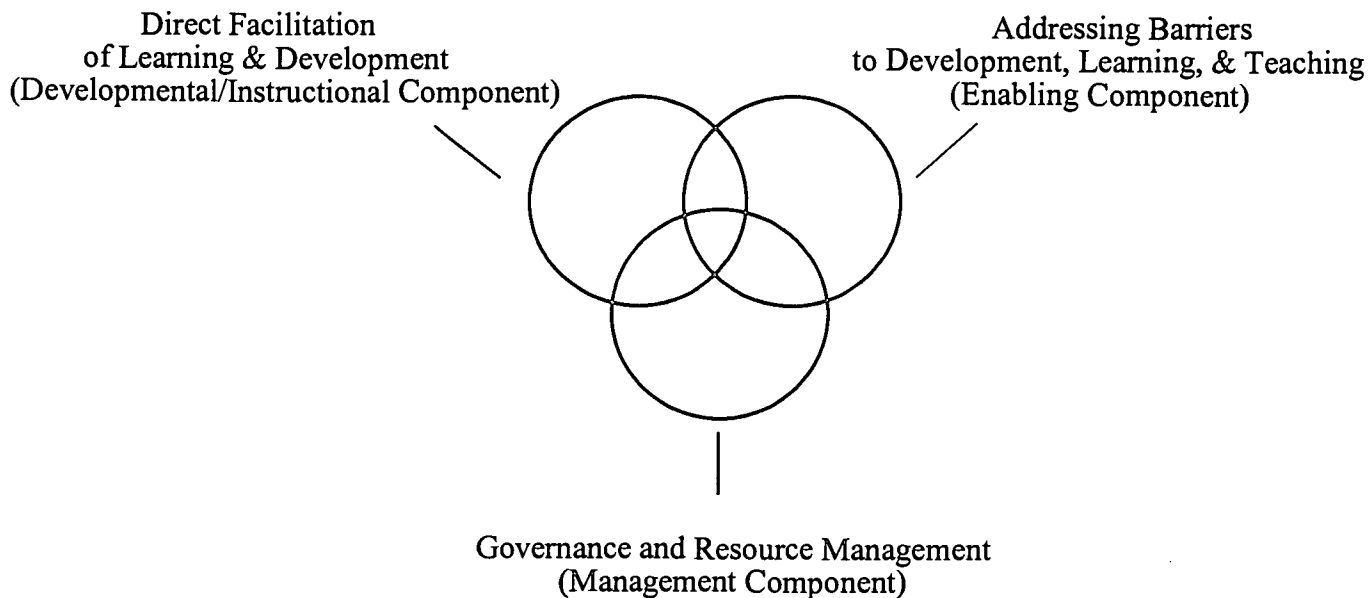


Exhibit B. From primary prevention to treatment of serious problems: A continuum of community-school programs to address barriers to learning and enhance healthy development.

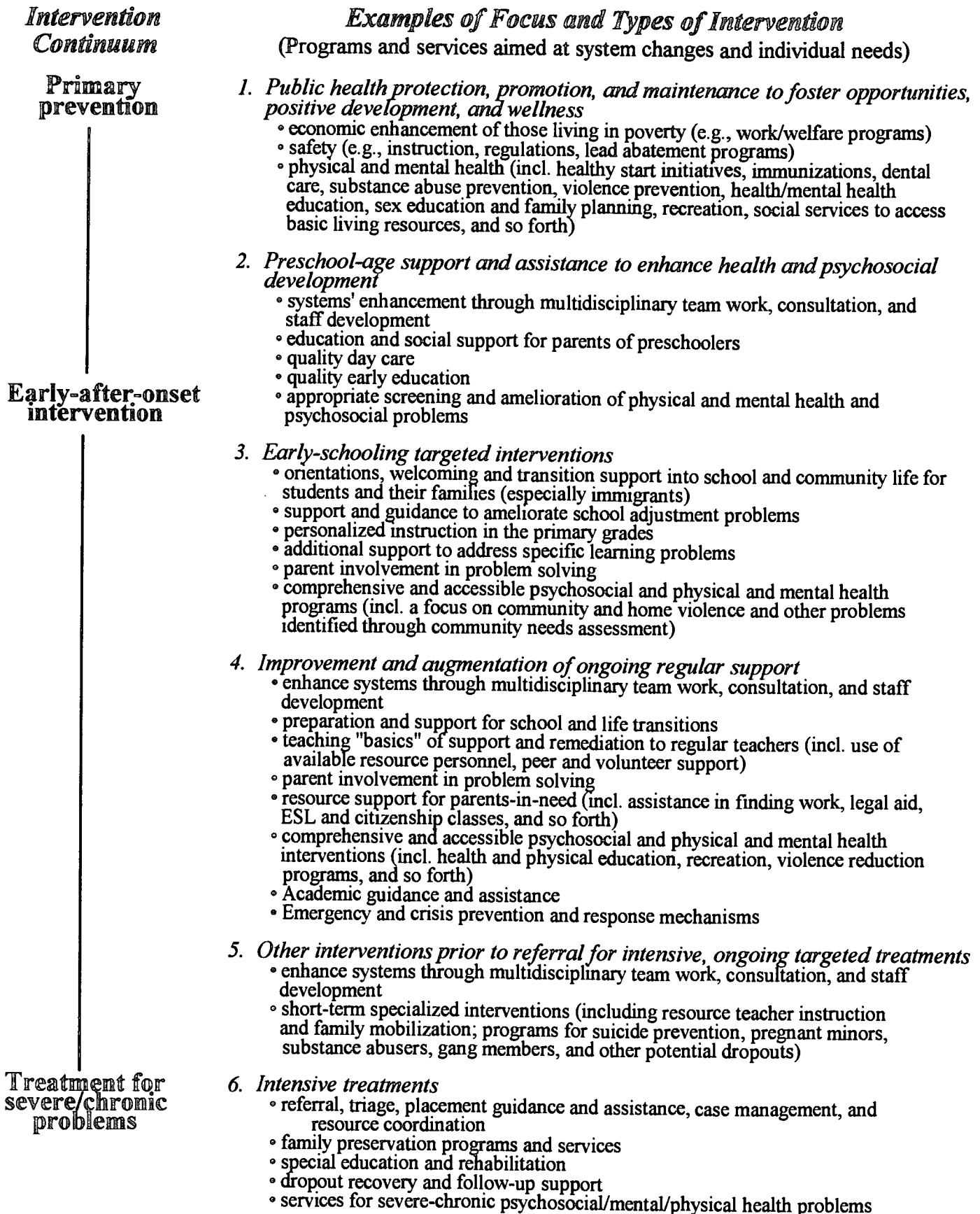


Exhibit C

Comprehensive, Multifaceted, Integrated Continuum of School and Community Programs & Services

School Resources (facilities, stakeholders, programs, services)

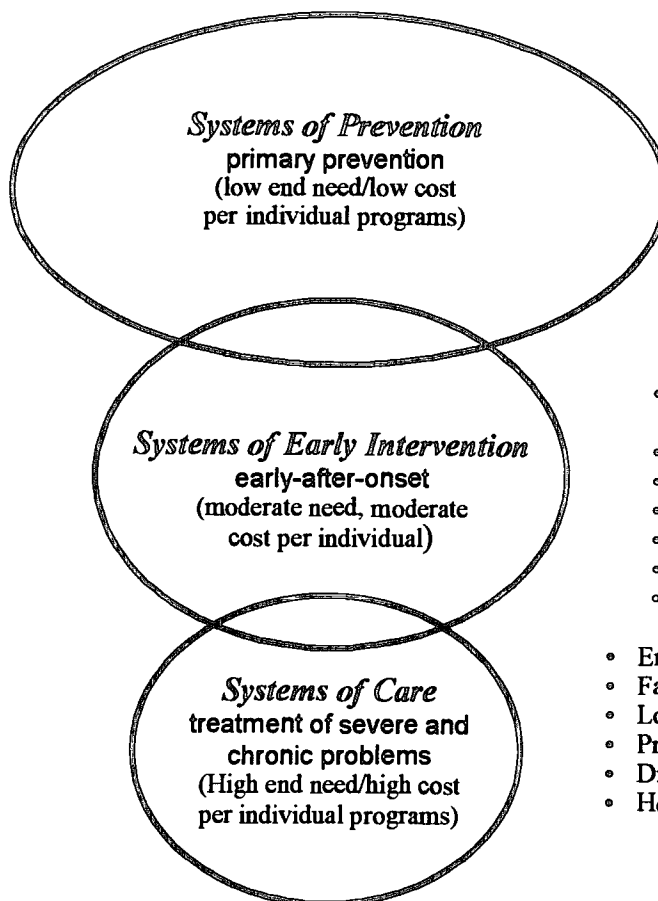
Examples:

- General health education
- Drug and alcohol education
- Support for transitions
- Conflict resolution
- Parent involvement
- School meal programs
- After school programs
- Pregnancy prevention
- Violence prevention
- Dropout prevention
- Learning/behavior accommodations
- Screening
- Work programs
- Health services
- Special education for learning disabilities, emotional disturbance, and other health impairments

Community Resources (facilities, stakeholders, programs, services)

Examples:

- Public health & safety programs
- Prenatal care
- Immunizations
- Recreation & enrichment
- Child abuse education
- Early identification to treat health problems
- Monitoring health problems
- Short-term counseling
- Foster placement/group homes
- Family support
- Shelter, food, clothing
- Job programs
- Emergency/crisis treatment
- Family preservation
- Long-term therapy
- Probation/incarceration
- Disabilities programs
- Hospitalization



Systemic collaboration* is essential to establish interprogram connections on a daily basis and over time to ensure seamless intervention within each system and among school and community *systems of prevention*, *systems of early intervention*, and *systems of care*. Currently, some school and community programs are connected systematically; for the most part, such a cohesive approach remains a distant aim.

*Such collaboration involves horizontal and vertical restructuring of programs and services

(a) between jurisdictions, school and community agencies, public and private sectors;
among schools; among community agencies;

(b) with jurisdictions, school districts, and community agencies (e.g., among departments, divisions, units, schools, clusters of schools)



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